



Serving Educational Leaders, Inspiring Student Success

### Gearing Up for Accreditation

Kansas Education Systems Accreditation (KESA)

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### Today's Purpose

- Discuss philosophy behind systems accreditation
- Complete Readiness Check
- Demonstrate Pre-Assessment K-12 Activity
- Discuss roles of different groups in process
- What have you done already?



# **Purpose of Accreditation**

To ensure the quality and continuing improvement of Kansas education systems' capacity to lead schools in producing college- and career-ready graduates.



# **Defining "Accreditation**

Assurance by the State Board of Education of Kansas education systems' effectiveness in leading schools to produce college- and career-ready high school graduates.





### **Systems Accreditation**

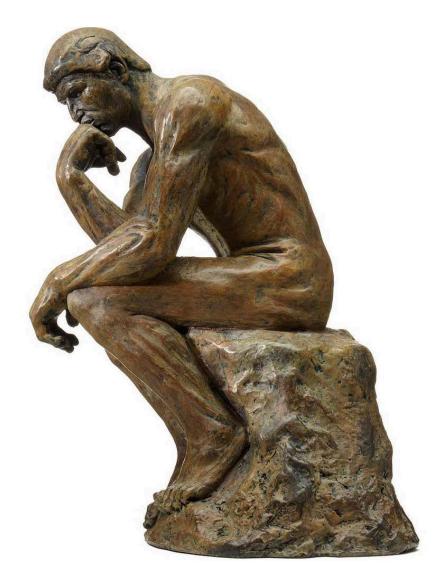
- Supports of College and Career Readiness within the Rose Capacities
- Incorporates all levels of system in process
- Utilizes framework that outlines expectations
- Continuous Growth





In terms of college and career readiness, how did the recent KAP results inform this readiness?

What other measures do you currently refer to in order to determine readiness?







### **Rose Capacities**

"...standards used for determining the level of suitable funding for public schools in Kansas and will be used as the test when deciding if the state is meeting its constitutional requirement to fund public education."





### **Rose Capacities**

- Communication/Basic Skills
- Civic and Social Engagement
- Physical and Mental Health
- Arts and Cultural Appreciation
- Postsecondary and Career Preparation

#### More Info:

http://www.kasb.org/wcm/ AboutKASB/Publications/Rose Capacities Primer.aspx



"College- and Career-Ready means an individual has the academic preparation, cognitive preparation, technical skills, and employability skills to be successful in postsecondary education, in the attainment of an industry recognized certification, or in the workforce—without the need for remediation."

# CCR = ACTE

Kansas State Board of Education. Meeting Minutes. December 11, 2012. Retrieved from http://ksde.org.

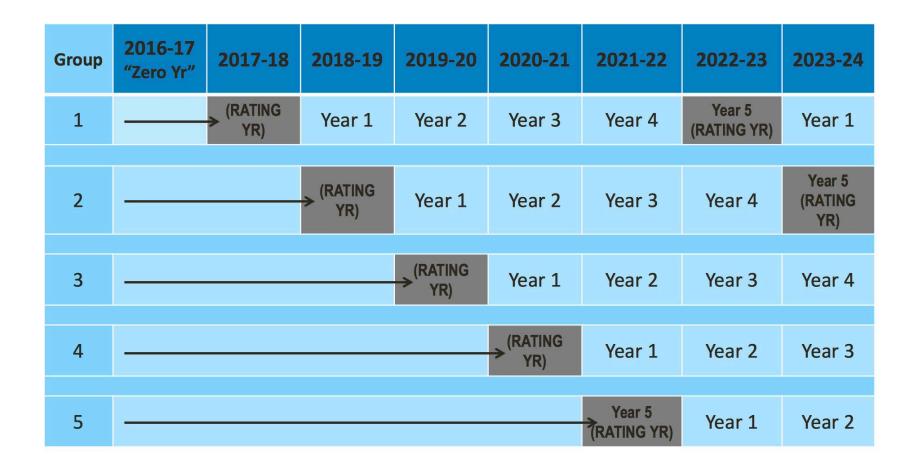
# Kansas Education Systems Accreditation: 5Rs

#### RELATIONSHIPS RELEVANCE RESPONSIVE RIGOR RESULTS CULTURE Defining Relationships: Defining Relevance: Defining Responsive Defining Rigor: Defining Results: a state of interconnectedness "the power and ability of 'a relentless pursuit of that witnessable evidence of Culture: specific information to meet one that readily reacts to which challenges and among people, curricula. growth and learning - allows programs, projects, and the needs of its user suggestions, influences, provides opportunity to curriculum and instruction to communities - is critical in strengthens learner motivation appeals, efforts, or demonstrate growth and be delivered in a timely opportunities - empowers all establishing connections that and allows learning to become learning - is essential in fashion based on the needs result in high performing more engaging, empowering, stake holders to become addressing the needs of our and desires of the individual learning environments" (KSDE. connected, applicable to the learner.\* (KSDE, 2010, p. respectful of, responsible for, rapidly expanding society and world" (KSDE, 2010, p. 2010, p. 40) real world, and socially and involved in learning, the significant' (KSDE, 2010, p. learning process, and the learning community" (KSDE, 2010, p. 48). Curriculum Leadership Career & Academic / Staff Technical Ed Cognitive Students Instruction Early Childhood Professional Technical / Student District Climate Learning Career-specific Families Engagement Community Nutrition and Resources Employability Technology Wellness Data Post-secondary evidence RESULTS & RESULTS & RESULTS CCR





# **Draft Implementation Schedule**





### **Getting Started**







# Foundational Requirements: Readiness Check

- Met by end of first year
- Can be waived by KSDE
- Responsibility of Local School Board



(See Document)





#### FOUNDATIONAL STRUCTURES

Systems must have structures (plans, processes, systems) in place to address:

- Compliance with all applicable statutes/regulations not specified as non-negotiables
- 2. System-wide framework of supports/interventions
- 3. Diversity and equity in education
- 4. Family and community engagement
- CCR/Rose Capacities
- Social-emotional development of all students (including bullying prevention)
- Elementary and secondary programs and services including computer literacy, counseling services, library services, and fine arts
- Secondary programs and services including business, family and consumer science, and industrial/technical education
- 9. Curricula that allow students to meet the Kansas Board of Regents qualified admissions requirements and the state scholarship program

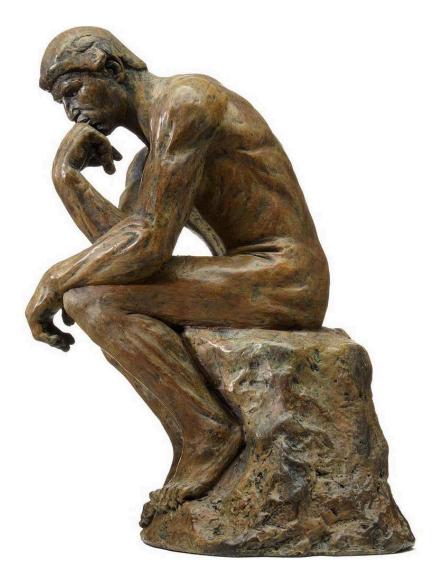
#5: KASB Link:

http://www.kasb.org/wcm/\_AboutKASB/Publications/Rose\_Capacities\_Prim





Which items off of the Foundation List need attention in your district?







### Pre-assessment

- Where are you now relative to the rubrics?
- Where do you want to be?
- How can you involve all staff in the process?





### **Leadership Teams**

- Building Leadership Team (BLT)
- Building Site Council (BSC)
- District Leadership Team (DLT)

- District Site Council (DSC) Pending
- Outside Validation Team (OVT) Pending



# **Building Leadership Team**

Collaborate with the Building Site Council and District Leadership Team to determine and participate in the work of improving student learning through quality participation in the accreditation process





## **Building Site Council**

Collaborate with the BLT to determine and participate in the work of improving student learning through quality participation in the accreditation process



# **District Leadership Team**

Collaborate with the BLTs, District Site Council, and Outside Validation Team to determine, facilitate, delegate, and participate in the work of the participant in improving student learning through quality participation in the accreditation process.





### **District Site Council**

Provide input and support to the participant in its work of improving student learning through quality participation in the accreditation process.



### **Outside Validation Team**

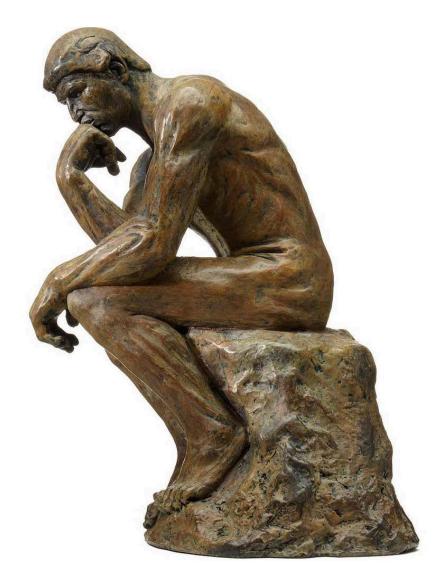
Support, guide, and validate the work of the participant in improving student learning through quality participation in the accreditation process





What is the current focus of your building leadership team(s) and building site council(s)?

How could they be involved / more involved in the process?





### **Materials and Resources**







**Inspiring Student Success** 

Serving Educational Leaders, Service • Innovation • Opportunities

### **Questions?**

Thank You!

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